DOCUMENT RESUME

ED 206 885 CE 030 008

TITLE	Final Report of Project V.G.I.P., July 1, 1980-June 30, 1981.
INSTITUTION	Educational Improvement Center-South, Sewell, N.J.
SPONS AGENCY	New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
PUB DATE	Jun 81
NOTE	38p.
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Academically Gifted; Administrator Attitudes; Career Counseling; *Career Development; Career Guidance; Consortia; Educational Diagnosis; Educational Planning; Guides; *Inservice Teacher Education; *Material Development; Needs Assessment; *Program Development; Program Effectiveness; Questionnaires; School Counselors; School Districts; Secondary Education; Statewide Planning; Student Attitudes; Student Evaluation; Student Needs; Surveys; Talent; Teacher Attitudes; Teaching Methods; *Vocational Education
IDENTIFIERS	Career Development Needs Survey; I Gate Survey of Gifted and Talented Programs; New Jersey; *Project VGIP

ABSTRACT

Designed to help South Jersey school districts address the vocational developmental needs of their secondary gifted students, the Vocational Guidance/Instructional Program for Gifted/Talented Vocational Students (Project VGIP) involved a flexible consortium and development of a handbook of vocational counseling and teaching strategies for gifted vocational students. (Following an assessment of the counseling and instructional needs of gifted vocational students via the I-Gate Survey of South Jersey Gifted and Talented Programs and the Career Development Needs Survey, a total of 10 South Jersey counselors and educators participated in inservice training programs at four sites.) Project activities conducted during the inservice training program included a 10-day planning and development session, identification of the student population, administration of a needs assessment for each district community, and evaluation of the product developed. Participants in the inservice training program acquired the skills to facilitate a team approach for development of a model vocational guidance and instructional program for gifted vocational students in their own districts. Evaluation of the project by an evaluation consultant, a curriculum consultant, and project participants indicated that the combination of inservice training, consortium-developed products, and dissemination of the products was highly cost effective and efficient. (MN)

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ED206885

FINAL REPORT

OF

PROJECT V.G.I.P.

1980-81

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CE030008

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This project reported herein was conducted pursuant to a contract from the New Jersey Department of Education, Division of Vocational Education and Career Preparation. It was funded under Section 132 of Public Law 94-482.

Project Duration:

7-1-80
Beginning Date

6-30-81
Ending Date

The Contractors undertaking this project were encouraged to express fully their judgments in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official funding agency positions or policies.

TABLE OF CONTENTS

I. PRELIMINARY PAGES

List of Tables (if applicable)

List of Figures (if applicable)

II. INTRODUCTION

A. Problem

B. Objectives

C. Definition of Terms Used (if applicable)

D. Related Research or Background Information

III. BODY OF REPORT

A. Procedures Used

B. Findings

C. Interpretation of Findings

D. Dissemination Activities Planned and/or Implemented

E. Strategies or Activities Employed to Eliminate Sex Bias and Sex Role Stereotyping

IV. SUMMARY

A. Conclusions

B. Recommendations

V. SUPPLEMENTARY PAGES

A. Bibliography

B. Appendices (A,B,D,C, E)

TABLE 1

STATISTICAL SURVEY OF STUDENTS AND STAFF

	Vocational Students Grades 7-12	Teachers of Vocational Education	Administrators of Voc. Ed.	Students as Surveyed to be Gifted
Atlantic Co. Voc. Tech.	1,015	45	5	102
Camden Co. Voc. Tech.	3,663	221	27	366
Cape May Co. Voc. Tech.	1,178	40	9	118
Cumberland Co. Voc. Tech.	693	26	3	69
Gateway Regional High School	1,533	88	4	154
Gloucester Co. Voc. Tech.	950	32	9	95
Gloucester Twp. Public Schools	2,007	135	12	201
Salem Co. Voc. Tech.	913	35	5	91
Washington Twp. High School	2,853	180	9	285
West Deptford Public Schools	1,990	115	7	199
TOTALS	16,797	917	90	1,680

Figure 1

CONSORTIUM MATRIX: LEVELS OF INVOLVEMENT	COMMITMENTS OF CONSORTIUM MEMBERS			PROJECT OBJECTIVES	
RESPONSIBILITIES	Minimum Commitment of Each Member	Commitments to be Divided	EIC	Objective 1	Objective 2
planning	X		X	X	
identification	X		X		
field test site		X	X	X	
teacher time (10 days/yr.)	X		X	X	
fiscal agent			X		
needs assessment		X	X	X	
resource survey		X	X	X	
curriculum development		X	X	X	
parent/community involvement		X	X	X	
evaluation		X	X		X
administrative time/costs			X		X
inservice			X	X	
printing			X	X	
dissemination			X		

I. INTRODUCTION

A consortium involving seven school districts committed their resources to become equal partners to address the vocational developmental needs of their secondary gifted students in a 2-pronged approach: 1) a flexible matrix consortium; 2) development of a Handbook of Vocational Counseling and Teaching Strategies for Gifted Vocational Students.

An in-service training program for consortium counselors and teachers was developed by project staff and offered in the fall and winter. The human and material resources of each participating district were committed in order to attain project objectives. These resources included: teacher time (10 days) to do the necessary planning and development, identification of student population; conducting of the needs assessment for each district/community; (Appendix C); and evaluation of product developed.

Additionally, the vast resources of the fiscal agent, EIC-South, including the ERIC system, Information Retrieval Service, materials development, Media & Print shops, and support staff, were utilized as needed for successful completion of project goals.

Benefits received by the district included: 1) a program to meet the needs of their gifted vocational students; 2) ownership in the development of products; 3) opportunities for professional advancement for consortium participants; 4) prestige for being involved in a model project; and 5) use of the cost-effective consortium model for developing innovative programming for any need or priority.

A. The Problem

The urgency of the need for a Vocational Guidance/Instructional Program for G/T vocational students* (VGIP) is supported by:

A. The I-GATE survey of South Jersey Gifted and Talented programs (Appendix A) which indicates there are no guidance instruction program specifically targeted for G/T secondary students in general, or vocational students in particular.

B. A spring 1980 Career Development Needs Survey (Appendix B) of 60% of the South Jersey region's identified gifted and talented students which specifically pinpoints the following critical problems:

1. Multipotentiality: 76% of those surveyed expressed difficulty in selection of a vocational choice appropriate to their abilities because of their many interests and competencies.
2. Vocational Investment: 70% of those surveyed stated they would need help in coping with vocational career planning problems. In particular, females expressed concern that development of their special talents was in conflict with cultural expectations for the development of women.
3. Other's Expectations: 66% said that expectations of parents, friends, teachers, and society limits the approved kinds of vocational options. Additionally, the gifted females in the sample expressed great concern over the problem of conflicting roles--they are expected to behave one way because they are women, and yet another because they are gifted.

4. Stress: 62% identified dealing with stress as the most important problem area. Innumerable pressures emanating from school, peer, family, community and society, plus the lack of support and accommodation from the home and school to adequately deal with those pressures, were cited as generating stressful situations.

C. Approval by the House of Representatives of the Elementary and Secondary Career Education Act of 1977 (Guidepost, 1977) which identified $275 million for K-12 career education activities over 5 fiscal years.

D. Interest in the vocational needs of New Jersey's gifted which is exploding in response to: (1) the T&E requirement that school districts provide opportunities for the gifted, guidance and counseling to assist in career and academic planning, and career awareness and vocational education to all pupils, (NJAC, Subchapter 3, 6:8-3:4a 5, 10, 11.) and, (2) the October 1978 Department of Education's Guidelines for Gifted Education.

Project VGIP, therefore, was predicated on the vocational developmental needs of the students it was designed to serve. Given the survey results of identified G/T students who are in the process of becoming the nation's strongest leaders, finest inventors, designers, and developers, two urgent needs emerged: (1) that the schools re-examine their vocational education opportunities, addressing the G/T student's process of becoming and (2) that they provide a program which will address their unique vocational developmental needs and problems, particularly focusing on the needs of G/T females.

B. Objectives

The objectives of Project VGIP were as follows:

1. By June 30, 1981, a minimum of 10 guidance counselors and vocational educators representing the VGIP consortium will develop counseling and instructional modules in the form of a Handbook of Vocational Counseling and Instructional Strategies for Gifted Vocational Students by participating in in-service training at 4 sites, as evidenced by a pre- and post-assessment of the quality of in-service (Appendix D).
2. By June 30, 1981, project staff will demonstrate effective and efficient management of project activities by maintaining records of all project activities through EIC-South's management system as measured by successful completion of all project activities.

C. Definition of Terms Used

I. Gifted and Talented

Gifted and talented pupils are those capable of high performance and require differentiated educational programs and/or facilities, beyond those normally provided, in order to fully develop their gifts and talents so as to lead more satisfying lives and enhance the quality of life in their communities.

Pupils of this type can be found in all cultural and socioeconomic subgroups of any given district. They can be identified by exceptionally high performance, achievement, or potential in the following areas, singly or in combination.

1. General intellectual ability. Characteristics for these pupils include exceptional ability in both verbal and non-verbal reasoning. This is often characterized by advanced vocabulary, and abstract reasoning. Generally, they are capable of achieving in all academic subjects.

2. Specific intellectual or academic ability. Characteristics for these pupils include exceptional ability in either verbal or non-verbal reasoning. They are exceptionally high achievers in a specific academic subject to the extent that the normal curriculum in that subject is insufficient. This specific ability may be displayed as exceptional understanding of a skill in a vocational area.

3. Creative or productive thinking ability. Characteristics for these pupils include exceptional ability in developing original and/or unusual ideas, especially as solutions to problems. They are very imaginative and often willing to take risks when offering ideas.

4. Psychosocial ability. Characteristics for these pupils include exceptional managerial or leadership ability. This is often characterized by the ability to organize people and tasks, and motivate others. Often these pupils have strong moral and social concerns. These pupils usually relate well to adults and peers and can be relied on to accept and carry out responsibilities.

5. Visual or performing arts ability. These pupils have exceptional ability in art, music, drama, or creative writing. They are highly committed to their art form and often show imagination and originality within general artistic disciplines.

6. Psychomotor ability. These pupils show exceptional ability in fine and/or gross motor skills, they have exceptional ability in balance, strength, physical endurance, agility.

Based on the incident rates in other states with a similar definition, the total number of gifted and talented pupils, i.e., pupils from all six areas of giftedness, within a district may vary between 5-10% of the total pupil population. The number of pupils within any one area of giftedness may vary between 3-5% of the population. (Since some pupils will be gifted in more than one area, the total number of gifted pupils does not equal 3-5% multipled by six areas of giftedness.) These percentages relate to state and national averages and the actual percentage of gifted pupils within an individual district may vary from these figures.

D. Related Research:

Some problems of vocational development are common to nearly all young people. However, results of studies over the past twenty years (Pulvino, Columgelo, and Zaffrann, 1976) and the recent local surveys explicitly specify the unique vocational/career development needs and problems of gifted and talented students. In addition, recent literature on career development needs of the gifted is rarely focused on gifted and talented females. This lack of research has resulted in irrelevant or non-existent career development programs for gifted women.

Since gifted students' vocational development needs differ from other students, they require a differentiated vocational counseling program. The following characteristics of gifted students make them exceptionally responsive to Vocational Guidance and Instructional Programs. At the same time, these characteristics result in potentially serious problems when the students are neglected or mishandled. Typically, gifted children have:

1. Problems with multipotentiality because:
   - by definition they have greater demonstrated and/or potential performance in six categories, singly or in combination (USOE, 1978) and need/require a differentiated program to develop their potential.
   - they have special traits, interests, capacities, and alternatives presenting multiple possibilities for self expression. (Strang, 1956; Sanborn & Wassen, 1966).
2. Problems with others' expectations because they:
   - are leaders in striving to achieve values which may be in conflict with traditional values held by parents, friends, teachers and society in general (Bennis, 1970).

3. Problems with vocational investment because:

   - they regard their work as a major means of self-expression, thus seeing occupational choice as a choice of life-style with prime consideration being philosophical, social and personal values and goals, rather than just economic and material (Hoyt & Hibeler, 1974).

4. Problems in dealing with stress because:

   - females often have difficulty in finding a same-sexed role model functioning on a high level whether actual school/community models, or fictional models in literature and the media (Camuga, 1974).
   - school programs and home environments fail to adequately support and accommodate their special vocational developmental needs. (Rodenstein, Pfleger, & Colangelo, 1977).

These unique characteristics with their concomitant problems were the basis for the VGIP Consortium Planning Team to develop specific curricular goals for a Vocational Guidance and Instructional Program for Gifted Vocational Students. The following considerations in program planning and implementation, pursuant to T&E, distinguish VGIP from existing vocational education programs, guidance programs, G/T programs and community education programs.

A Comparison of VGIP Program Considerations with Present Strategies Based on a Survey of the Research and Results of the Vocational Development and I-GATE Surveys

Gifted Students Need	Present Strategies for Addressing Vocational Development Needs of G/T with Particular Emphasis on G/T Females
1. Assistance in recognizing interests and skills	- no formal identification process; not all G/T students in all 6 areas have been identified - curriculum not truly differentiated - program not articulated K-12
2. Broad-based vocational information provided in a variety of subjective and objective ways so they are aware of variety, not limits, of career choices.	- community resources not identified - do not provide for talent development in all six areas
3. Opportunities to test out their interest and skills.	- do not provide sufficient human resources, supplies, materials, or facilities for total talent development, which the community could provide.
4. Parents, teachers and counselors to provide for their affective growth.	- teachers and counselors lack training in vocational development needs of G/T - program ignores special counseling services to involve the parents, teachers and community in developing improved self-concepts and peer relationships or in facilitating future academic/vocational training
5. Opportunities to explore and experience numerous life-styles; have as mentors successful multi-potential adults	- lack specific strategies for adequately addressing the unique vocational development needs of G/T women
6. Parents, teachers, and counselors to provide in decision making and assertiveness training.	- lack of sufficient opportunities for gifted vocational students to overcome problem of multipotentiality.

III. BODY OF REPORT

A. Procedures Used

The procedures used in the Vocational Guidance and Instructional program Consortium for Vocational Gifted Students, with particular emphasis on G/T females, incorporated three essential components; a model for competency-based vocational counseling strategies in program development and a model for competency-based vocational instructional strategies in program development; and a model for product dissemination.

The inservice program for training consortium counselors and educators to develop competency-based vocational counseling and instructional strategies for gifted vocational students was held in the fall for 10 counselors and educators. Training included:

- pre- and post-assessments of the quality of in-service.
- procedures for working with business and industry labor forces to more appropriately meet the needs of vocational gifted students, such as mentorships, internships, work study programs, and similar cooperative arrangements.
- awareness sessions and overview of G/T learning characteristics and vocational counseling models.
- specific strategies for bias-free counseling of gifted vocational students and their parents.
- activities for raising awareness of others not involved in the program.
- skill development sessions on identification, program models, curriculum development, evaluation, and use of community resources.
- simulation, role-playing, and curriculum development sessions on the teacher as counselor, affective education for the gifted, and student involvement in program planning.

- procedures for vocational educators to investigate, compile, and utilize human and material resources for specialized use with their district's gifted vocational students.
- decision-making sessions for developing methods of strengthening the relationship between vocational teachers, counselors, and comprehensive school district personnel through program coordination and supervision.

Vocational educators and counselors who participated in the in-service training acquired the skills to facilitate a team approach for the development of a Model Vocational Guidance and Instructional Program for Gifted Vocational Students in their own districts. Conducting the in-service program provided the VGIP consortium with the opportunity to develop:

1. A Handbook of competency-based vocational instructional and guidance strategies for gifted vocational students which includes the following components:
   - program options to adequately address the career development needs of gifted and talented vocational young women.
   - procedures for assessing the school and community reward structure in order to develop new modes of expression and recognition for independent action by the gifted vocational student.
   - opportunities for gifted vocational students to integrate and synthesize relevant school and career experiences, such as mentorships, internships, and work study programs.

- specific procedures which will enable other vocational educators to investigate, compile and utilize human and material resources for specialized use with their districts' G/T vocational students.

The materials which were developed, collected and organized by consortium members in conjunction with project staff, will provide opportunities for G/T students to:

1. identify and develop their interests and skills;
2. test out their interests and skills in direct vocational experiences; and
3. overcome problems of multipotentiality, motivation, stress, and school performance through exploring and experiencing numerous life styles with varied role models.

The flexibility in programming and scheduling that will be required by an integrated vocational guidance/instructional program for the gifted will certainly benefit other students in a district by offering increased possibilities for individualization.

The combination of in-service training, consortium developed products, and dissemination of those unique product was highly cost effective and efficiently offered in one centralized location and urgently needed in the Northeast region of the United States and far beyond.

B. Findings

1. EVALUATION OBJECTIVES:

By June 30, 1981, a minimum of 10 guidance counselors and vocational educators representing six districts, developed a counseling module and an instructional module in the form of a Handbook of Vocational Counseling and Instructional Strategies for Gifted Vocational Students by participating in in-service training, as evidence by a pre- and post-assessment of the quality of in-service.

2. DATA COLLECTION METHODS:

A. In-service Instruction

Workshop Evaluation Forms (see Appendix D) were disseminated, completed, collected and evaluated before and after the in-service instruction.

B. Curriculum Development

Consortium participants and project staff developed a curriculum handbook which will enable vocational educators and counselors to provide individualized educational opportunities to gifted vocational students. The curriculum package will be evaluated by the project director and curriculum were utilizing the "Module Evaluation Form". (Appendix E) Due to limited funding no field test of the modules was conducted.

3. DATA ANALYSIS:

Evaluation consultant (Dr. John Dougherty, EIC-S) and curriculum consultant (Dr. Suzanne Richert, EIC-S) were contacted, evaluated, and agreements for services negotiated.

Consultants and project director met to discuss a suitable audience for the evaluation report and the data required for evaluation. Evaluation

Evaluation materials (Appendices D and E) were discussed with consortium members at each training session, and counsultants prepared evaluation report utilizing input from consortium members.

4. INFORMATIVE EVALUATION:

Evaluation and curriculum consultants designed and assisted project staff in in-service training committee meeting. There was continuous monitoring by project director during development period for curriculum handbook.

Materials for identifying, collecting, analyzing, and interpreting data were both acquired and designed by consultants and staff. These materials were consistent with total program design and included in the handbook for it's users to apply toward evaluation of the consortium developed modules.

5. REPORTING:

Project director and staff met on 1/15/81 to prepare a report of project's progress on both objectives.

Records were maintained of old meetings of consortium and of correspondence and data was collected for evaluation design.

Flexible matrix consortium was maintained to develop support for product development. The project worked to overcome the prevalent biases against gifted education in general, gifted females in particular, and the myths about the gifted. Activities of the six districts were coordinated. Information and materials will be offered to all segments of the six districts to generate support for the project. Project director supervised product development. Monthly meetings were held to analyze research, organize meetings with consortium members, and to evaluate, the project's product and activities.

C. Interpretation of Findings

1) According to a computer analysis of the workshop evalution survey it was found that the range of:

(item 20) a. participant's knowledge of vocational education for gifted and talented students was:

poor - 20% of participants
fair - 30% of participants
adequate - 30% of participants
good - 20% of participants

before the training; and,

(item 21) b. participant's knowledge of the subject was:

adequate - 10% of participants
good - 20% of participants
very good - 70% of participants

after the training;

(item 30) c. participant's overall evaluation of the training sessions was:

fair - 10% of participants
good - 10% of participants
very good - 80% of participants

d. participant's intentions as a result of participating in in-service training was, in rank-order:

i Share materials and/or information
ii Continue my education in this area
iii Use skills or concepts in class activities
iv Implement a new program or project
v Motivate others in this area

2) The curriculum development process as described in the handbook will yield differentiated instructional modules. Multiple options are stressed. Teachers are encouraged to look for, develop and utilize more than one method/strategy for use with their gifted vocational students.

The purpose of the in-service training and the development of the handbook went beyond the product: usable modules. The in-service participants now, and the total faculties of the schools later, would be involved in an experience that would increase their knowledge about and acceptance of gifted vocational

students. The negative stereotypes would be reduced and the myths would be disspelled.

There is no way of appraising those activities contained in the handbook at present. The comprehensiveness of the modules suggests that teachers would have a broader view of giftedness and curriculum for the gifted after using and understanding the handbook.

C. Reproductions

The handbook and results of the project, or individual sections of the handbook can be reproduced at cost at EIC-South for any interested educator, parent, community member, administrator, board of education member, or student who is interested in this material. The material may be copied by schools, other educational resource agencies or information centers wishing to copy their own material.

D. Technical Assistance

1. Second Level Training

The Handbook is designed to effect second level training. It is anticipated that eventually the participants will conduct local level training programs utilizing the handbook.

2. Technical Assistance and Support Services

Dissemination by Technical Assistance will occur through ongoing technical assistance and at subsequent Technical Assistance Forums throughout the following fiscal year, funding permitting, to school districts requesting the training to establish their own Vocational Guidance Instructional Program for Gifted students. This type of dissemination, between people, is the most effective way to create change, as the NIE funded ABT Report indicated.

These support services will be provided by project staff.

D. Planned Dissemination Activities

1. Activities

Dissemination activities in regards to the Handbook for Teachers and Counselors of the Gifted Vocational Student and the results of the project, will be three-fold as follows:

A. Awareness Activities

The awareness activities must necessarily be ongoing throughout the consortium to develop the products and in order to disseminate information to a broad-based population. The Handbook which includes awareness level activities will be distributed throughout the consortium, region and state through the EIC-South Gifted Team's various media, including print and non-print.

Additional copies of the Handbook, upon request, will be printed and made available at cost at EIC-South or reprinted by anyone desiring to copy the resources.

B. Distribution of the Handbook

Handbooks will be disseminated to each consortium district, and, upon approval of the Division of Vocational Education and additional continued funding, handbooks will be distributed to all directors of guidance programs in each of the secondary schools in the state. Additional handbooks will be printed and distributed at cost to other appropriate organizations, e.g. guidance counseling associations, parent associations, vocational and community educators, etc. Orientation and instructional sessions pertaining to the handbook will be regionally scheduled and conducted throughout the state in conjunction with the regional EIC's, the professional guidance organizations, the Occupational Resource Center in Edison, and other similarly related organizations as necessary.

E. Strategies or Activities Employed to Eliminate Sex Bias and Sex Role Stereotyping

The VGIP Consortium developed a comprehensive handbook for teaching and counseling the gifted vocational student with particular emphasis on gifted females.

Project staff, in consultation with consortium participants, developed activities to seek and utilize human and material resources to address the unique voicational developmental needs of G/T females. Activities and resources for a model program were developed to provide other counselors, G/T teachers, vocational and community educators, administrators, and parents with specific strategies and approaches for overcoming set-bias and sex-role stereotyping in their respective areas.

Also, efforts were made to identify business, industry, and other vocational resources - both human and material, which are available to both sexes.

The aforementioned activities, resources, strategies and approaches are contained in each module. All students are presented to some information and opportunities to participate. Additionally, all students are encouraged to select project activities, including mentorships, without regard to sex.

IV. SUMMARY

A. Conclusions

It is my conclusion that the Handbook of Counseling and Instructional Strategies for Gifted Vocational Students affords the widest combination of opportunities for a gifted vocational student to participate in school, home, and community activities which will help to identify and nurture the students' gifts and/or talents. These opportunities are appropriate for both infusion into regular class instruction and for differentiation in a formal gifted program.

If the V.G.I.P. project is continued, I would suggest developing self-instruction modules for beginning teachers to be able to develop counseling and instructional modules for the gifted vocational student, thereby increasing the effectiveness of the teacher/counselor participant.

B. Recommendations

Should the project be evaluated as meeting its stated objectives by June 30, 1981 and Federal/State support ceases, the plans for the expansion and continuation of the project is as follows:

1. Consortium Districts
   - A. Second level trainers may conduct local level training programs to effect K-12 V.G.I.P. in each district.
   - B. Each district may develop timeline activities to integrate V.G.I.P. with total school program.

C. As a result of dissemination activities a-c, a regional information sharing network may be formed.

II. Develop New Sources of Funding

A. Continue V.G.I.P. technical assistance and support services to EIC-South region.

B. Conduct statewide and regional conferences in conjunction with professional organizations.

C. Develop linkages with national organizations and conduct training as necessary.

D. Seek second level funding from a variety of sources, including the exemplary and innovative category of the Vocational Education Division, State Department of Education, New Jersey.

V. SUPPLEMENTARY PAGES

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Appendix A

RESULTS

1979 Fall I-GATE Survey

Gifted/Talented Programs

A survey was made of schools in five southern New Jersey counties to see trends in the development of programming for the gifted and talented.

Forty-four schools responded to a questionnaire asking for information about identifying gifted students and providing programs for them.

The results can be seen in the following charts. It is interesting to note that more than three-fourth of the programs used I.Q. tests, achievement tests and teacher recommendations in identifying gifted. Some of the programs used other criteria as well, but many programs used only three (or less) criteria for identification.

The majority of the programs were designed for academically gifted with creatively gifted the only other significant category for which programming is planned. It is interesting to note that none of the schools surveyed provided any type of vocational training or guidance for gifted students.

The New Jersey Guidelines state that "the district...should implement the identification procedure utilizing criteria for each gifted area," and "A special effort should be made to identify disadvantaged, culturally different, underachieving and highly creative gifted and talented pupils." The guidelines further state in reference to program design that "Provisions for the special needs of pupils gifted and talented in six areas" are needed. Seven program options and nine ways of individualizing for gifted are listed in the guidelines. Few of these options are being used by programs in the five southern counties.

When viewed in relation to the above section of the guidelines, identification and program design have not yet been adequately developed in many schools. Hopefully, this reflects only the short term goals of new programs, which will be developing fuller identification and programming as programs mature.

Identification By County

Frequency of Criteria used for original program nomination

County	No. of programs responding	I.Q. Test	Achievement Test	Test for Creativity	Parent Nomination	Teacher Nomination	Self Nomination	Peer Nomination	Renzulli Hartman	Grades	Other	More than 3 criteria used
Atlantic	11	10	9	3	5	11	1	1	3	0	3	2
Camden	20	19	14	6	9	19	4	3	9	3	1	7
Cumberland	4	3	3	0	2	3	2	2	2	1	0	3
Gloucester	7	7	6	0	4	5	1	0	1	0	1	3
Salem	2	2	1	0	1	1	0	0	1	0	1	0
Total	44	41	33	9	21	39	8	6	16	4	6	15

Frequency of Criteria used for final program selection

Atlantic	11	10	10	3	1	9	0	2	3	0	1	2
Camden	20	18	16	4	7	14	4	3	5	3	0	7
Cumberland	4	3	3	2	1	1	2	1	1	1	0	3
Gloucester	7	7	7	0	5	6	2	0	1	2	0	3
Salem	2	2	1	0	1	1	0	0	1	0	1	0
Total	44	40	37	9	15	31	8	6	11	6	2	15

Program Design By County

County	No. of schools responding	Program designed for academically gifted	Program designed for creatively gifted	Program designed for other gifted	Pull-out Program	Full Time Program	Other Kind of Program	Counseling Part of gifted
Atlantic	11	11	4	2	10	1	1	
Camden	20	18	8	1	18		1	0
Cumberland	4	1	0	1	3	1	1	0
Gloucester	7	6	1	1	6	1		0
Salem	2	2	2	0	2		0	0
Total	44	38	15	5	39	3	3	0

APPENDIX B

VOCATIONAL DEVELOPMENT SURVEY

Please answer the following questions. If you need more space, you may use the back of the paper. Please understand that you are free to leave blank any question which you feel you would rather not answer. It may be helpful to read the entire survey first, then answer the questions.

1. It seems important to identify the prime problem areas for dealing with your vocational development needs. Which area listed below do you think should be dealt with first? Please rank order the top 5 areas and, if you feel it is necessary, explain your reasons for the ranking. If more than 5 are important, please explain.

% age of responses in top 5	
44%	how to maintain adequate self-motivation
18%	how to develop and keep good mental health
62%	how to deal with stress
76%	how to overcome difficulty in making vocational choices due to the fact you possess many interests and abilities
66%	how to deal with others' (parents, teachers, friends and society's) expectations of what they think you should do with your life.
28%	how to deal with others' sex-biased and stereotyping and descriminating attitudes. (Example: a gifted student is expected to pursue a challenging career, yet a gifted woman is still expected to run a household.)
30%	how to deal with the problem of "Vocation as Life-Style." (Ex: If you regard your work as a major means of self-expression, you have to consider philosophical, social, and personal values and goals as well as economic and material ones.)
42%	how to become successful in a field where there are few, if any, role models. (Ex: women veterinarians, male beauticians.)
34%	how to deal with "future shock," - what kinds of jobs will be available 20 years from now?
32%	how to find and use appropriate (bias-free) books, AV materials, teachers, counselors, and others who could help you achieve your potential.
70%	how to cope with vocational development problems as they happen. (Ex: You change your plans, you don't get accepted to the college of your choice.)
20%	how to make better use of leisure time.
2%	other_____

APPENDIX C

EDUCATIONAL IMPROVEMENT CENTER-SOUTH
SEWELL, N.J.

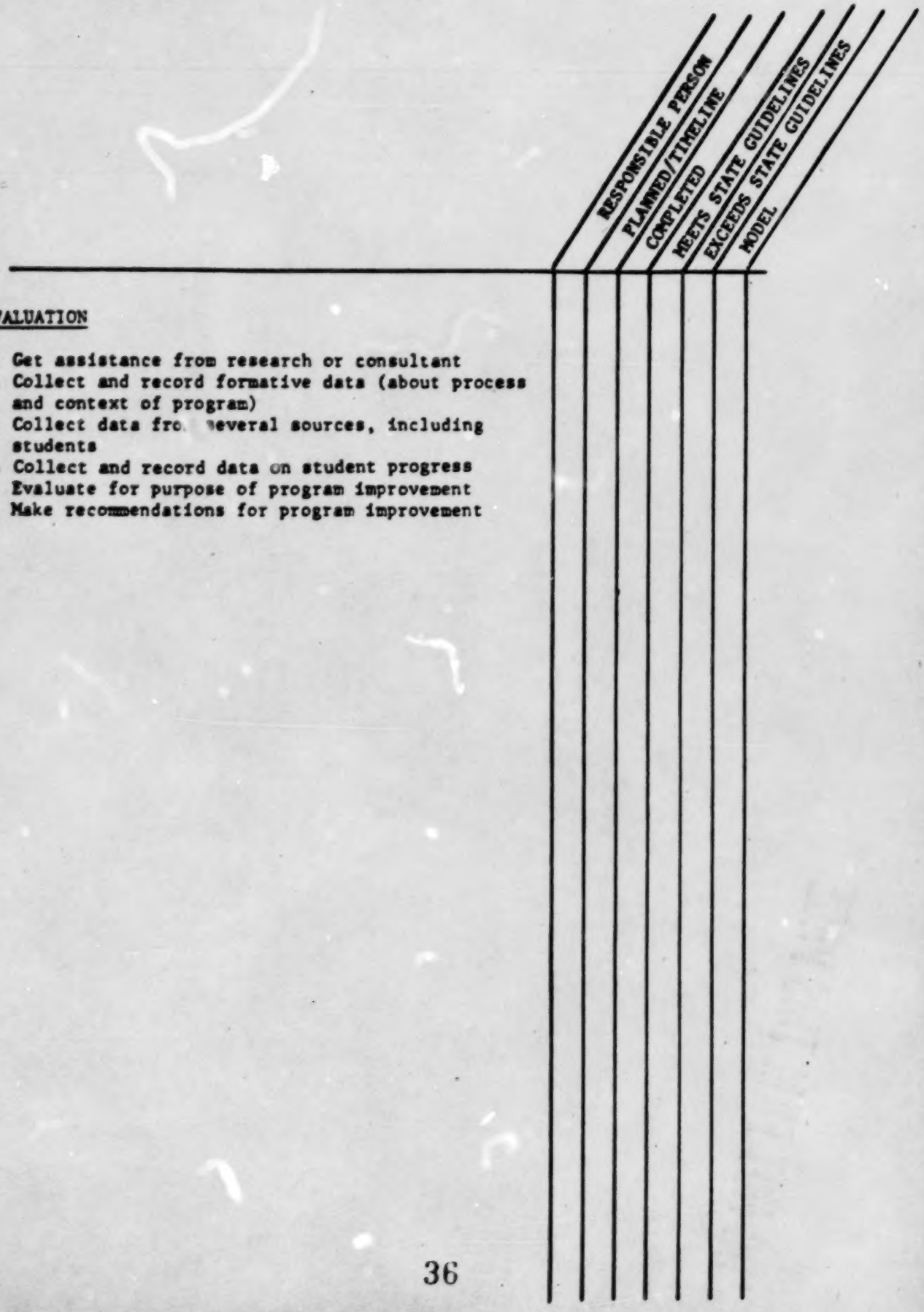
GIFTED PROGRAM/ASSESSMENT & PLANNING CHECKLIST

E. Susanne Richert
Director, I-GATE

	RESPONSIBLE PERSON	PLANNED/TIMELINE	COMPLETED	MEETS STATE GUIDELINES	EXCEEDS STATE GUIDELINES	MODEL
I. PLANNING PROCESS						
A. RESEARCH						
1. Review literature on G/T						
2. Get training (workshops, etc.)						
3. Obtain consultant						
4. Visit other programs						
B. DEVELOP AWARENESS AND SUPPORT						
5. Select planning committee						
6. Develop awareness for administrators						
7. Develop awareness for teachers						
8. Develop awareness for board						
9. Develop awareness for community						
10. Encourage formation of parents' group						
C. SURVEY AND DEVELOP RESOURCES						
11. Survey state and regional consultants available to assist in planning/training						
12. Survey teachers						
13. Survey administrators						
14. Survey community						
15. Survey available space, and staff time						
16. Analyze present programs to see what aspects coult be incorporated into gifted program (See Serendipity List Section V)*						
D. SET SHORT AND LONG RANGE GOALS						
17. Develop a philosophy of program based on definition and needs						
18. Establish general goals and objectives short range						
19. Establish general goals and objectives long range						
20. Decide on numbers to be served short/long range						
21. Decide on grades to be served short range						
22. Decide on type of giftedness program will serve short range						
23. Plan identification process*						
24. Plan program design*						
25. Plan use of staff*						
26. Plan use of resources*						
27. Write proposal for board						
28. Get board approval						
29. Get financial support from board						
30. Seek other financial sources						

	RESPONSIBLE PERSON	PLANNED/TIMELINE	COMPLETED	MEETS STATE GUIDELINES	EXCEEDS STATE GUIDELINES	MODEL
II						
IDENTIFICATION PROCESS						
A. PLAN						
1. Select identification team						
2. Research literature/other programs						
3. Obtain training/consultant						
B. SELECTION PROCESS						
4. Determine <u>specific</u> and <u>multiple</u> criteria for <u>each</u> area of giftedness.						
5. Make special efforts to identify disadvantaged, culturally different, underachieving, handicapped and highly creative gifted students. Use data that is <u>not</u> biased against these groups. (See Matrix)						
6. Acquire nominations from many sources.						
7. Gather more information about nominees.						
8. Short-range, select based on available resources.						
9. Long-range, develop resources for <u>all</u> gifted, K-12						
10. Parents and students should have a choice about entering or leaving the program.						
C. RULES OF EXIT						
11. Based on student need and ability, not failure.						
12. Parents and students involved in decision-making.						

	RESPONSIBLE PERSON	PLANNED/TIMELINE	COMPLETED	MEETS STATE GUIDELINES	EXCEEDS STATE GUIDELINES	MODEL
III. PROGRAM DESIGN						
A. ADMINISTRATIVE DESIGN						
1. Resources: space/staff/time						
2. Categories of gifted students						
3. Numbers to be served						
4. Grouping						
5. Group size						
6. Relation to regular classroom						
7. Multiple options, such as counseling (long range) (See Serendipity List, Section V)						
8. Coordinator for district-wide integration						
B. CURRICULUM - DIFFERENTIATED						
8. Content-based on student interest/or interdisciplinary/acceleration						
9. Process, rather than content emphasis emphasis on higher cognitive functions: creative and critical thinking						
10. Product-oriented, rather than consumer oriented						
11. Use of resources beyond the classroom						
12. Affective objectives include opportunities for creativity, independence, self-evaluation and relations with gifted peers						
13. Learning environment supportive and shifts responsibility from teacher to students						
14. Student evaluation is based on individual, not comparative performance; student involvement in self-evaluation						
15. Each student's educational plan and progress is recorded						
16. Special counseling services						
C. STAFF						
17. All staff have information and training in meeting needs of gifted						
18. Special staff for gifted have training in individualizing according to needs, interests and learning styles						
19. Resource persons beyond the classroom available						
D. MATERIALS/SPACE/TRANSPORTATION						
20. Money has been budgeted for special materials						
21. Money has been budgeted for access to facilities/ persons not within the school						



IV. EVALUATION

1. Get assistance from research or consultant
2. Collect and record formative data (about process and context of program)
3. Collect data fro several sources, including students
4. Collect and record data on student progress
5. Evaluate for purpose of program improvement
6. Make recommendations for program improvement

APPENDIX D

EDUCATIONAL IMPROVEMENT CENTER - South

- - - Workshop Survey - - -

Wksp. No. _____ School District _____ Date _____

Please check appropriate indicators (your present position)

POSITION

- ☐ 1 Teacher
- ☐ 2 Administrator
- ☐ 3 Supv/Coord/Spec
- ☐ 4 Parent
- ☐ 5 Student
- ☐ 6 Other _____

GRADE LEVELS (you work with)

- ☐ 1 Elementary
- ☐ 2 Secondary
- ☐ 3 College
- ☐ 4 Adult
- ☐ 5 District Wide

TYPE of FACILITY (you work in)

- ☐ 1 Public
- ☐ 2 Private

COUNTY (you work in)

- ☐ 1 Camden
- ☐ 2 Gloucester
- ☐ 3 Cumberland
- ☐ 4 Atlantic
- ☐ 5 Cape May
- ☐ 6 Salem
- ☐ 7 Other _____

YEARS in EDUCATION

- ☐ 1 1 to 5
- ☐ 2 6 to 10
- ☐ 3 11 or more

- ☐ 1 E. I. C. - South
- ☐ 2 Dept. of Ed.
- ☐ 3 E. I. C. - _____
- ☐ 4 Agency/Assoc/Org

_____

To what degree were the stated workshop objectives met? Please rate each objective by checking the appropriate response.

	1 Poorly	2 Fairly	3 Adequately	4 Fully
(1) Obj. 1	☐	☐	☐	☐
(2) Obj. 2	☐	☐	☐	☐
(3) Obj. 3	☐	☐	☐	☐
(4) Obj. 4	☐	☐	☐	☐
(5) Obj. 5	☐	☐	☐	☐

In the coming months, as a result of this workshop, I intend to: (If more than one item, rank the top 5 as 1,2,3,4,5 in order of importance.

- (6) ☐ Purchase new equipment or materials
- (7) ☐ Implement a new program or project
- (8) ☐ Use skills or concepts in class activities
- (9) ☐ Continue my education in this area
- (10) ☐ Increase appropriate budget categories
- (11) ☐ Construct new/modify existing facilities
- (12) ☐ Share materials and/or information
- (13) ☐ Motivate others in this area
- (14) ☐ Present information to principal/superintendent/ school board for implementation approval
- (15) ☐ Submit a proposal for funding
- (16) ☐ Call upon E I C for support services
- (17) ☐ Use E I C's Information Retrieval Service
- (18) ☐ Undecided
- (19) ☐ Other (please comment)

Before attending the workshop, my knowledge in this area was:

(20) 1 Poor 2 Fair 3 Adequate 4 Good 5 Very Good

As a result of this workshop, my knowledge is:

(21) 1 Poor 2 Fair 3 Adequate 4 Good 5 Very Good

Please rate the workshop using the following scale. 1-Not Applicable 2-Poor 3-Fair 4-Good 5-Very Good

	1	2	3	4	5
(22) Consultant knowledge of topic	☐	☐	☐	☐	☐
(23) Information presented	☐	☐	☐	☐	☐
(24) Method(s) of presentation	☐	☐	☐	☐	☐
(25) Length of presentation(s)	☐	☐	☐	☐	☐
(26) Audio-Visual materials	☐	☐	☐	☐	☐
(27) Handouts	☐	☐	☐	☐	☐
(28) Group size	☐	☐	☐	☐	☐
(29) Group interaction/ participation	☐	☐	☐	☐	☐
(30) OVERALL EVALUATION	☐	☐	☐	☐	☐

To be completed by E I C

S. P. No. _____ Topic Code _____ M. S. Code 37 Facilitator _____

Goal: Obj./Grade/Indicator level

APPENDIX E

MODULE EVALUATION FORM

Title of Module_____

Developer (full name)_____

School_____ District_____

Subject Area_____

Was this module field-tested? Yes (Date)_____ Not yet_____

If yes, by whom?_____

How many students were involved?_____

Is the module the original idea of the user? Yes No

If not, have the sources been identified and adequately documented?_____

Developer Signature_____

Modules will be rated according to the following Criteria:

____1. The module is compatible with the objective or indicators selected.
____2. The module is appropriate for subject, not forced.
____3. The module is appropriate for age-grade level in terms of ability and interest.
____4. The module represents an infusion approach.
____5. There is sufficient development of each of the module components.
____6. The content has the capability to support outcomes.
____7. There is appropriatness and logic of activities.
____8. The assessment is appropriate to the objectives and content.
____9. The resources are appropriate and available to other users.
___10. The entire module is clear and adequate so that another user understands it.
___11. The module is interesting, useful and applicable to a variety of settings.
___12. There is freedom from sex bias or cultural bias.

Rating (check) 1. ____Meets all criteria stated above.

2. ____Deficient with respect to the following criteria: #____, #____, #____, #____.

3. ____Meets few of the criteria, but salvageable.

4. ____Does not meet criteria adequately, not useable.

Evaluator Signature_____